

KTH Learning Experience Questionnaire (LEQ) v3.0.2

Established 2014-10-20

Estimated workload

0. On average, how many hours/week did you work with the course (including scheduled hours)? 1-3/4-6/... /37-39/≥40 hours/week*

Meaningfulness – emotional level

Stimulating tasks

1. I worked with issues that made me interested and engaged*

Exploration

2. I explored something on my own within the subject field of the course
3. I could try my way and learn from my own experiences*

Challenge

4. The course was challenging in a stimulating way*

Belonging

5. I felt togetherness with other course participants
6. The atmosphere in the course was open and inclusive*

Comprehensibility – cognitive level

Clarity

7. The learning objectives helped me understand what I was expected to achieve*
8. I understood how the course was organized and what I was expected to do*

Understanding

9. My background knowledge was sufficient to follow the course*
10. I understood what the teachers were talking about*
11. I was able to learn from concrete examples that I could relate to*
12. My understanding of key concepts were given high priority on the course*

Constructive alignment

13. The course activities helped me to reach the learning objectives efficiently*
14. I understood what I was expected to learn in order to get a particular grade

Feedback and security

15. I received regular feedback on my work from peers or teachers*
16. I could practice and receive feedback without any grading being done
17. The assessment on the course was fair and honest*

Manageability – instrumental level

Time to reflect

18. I regularly spent time to reflect on my work*

Variation and choices

- 19. I was able to learn in a way that suited me*
- 20. I had opportunities to choose what I was going to do

Collaboration

- 21. I was able to learn by collaborating and discussing with others*

Support

- 22. I was able to get support from peers or teachers if I needed it*

Open questions

- 23. What was the best aspect of the course?*
- 24. What would you suggest to improve?*
- 25. What advice would you like to give to future course participants?*
- 26. Is there anything else you would like to add?*

The student's profile

- 27. I am: Female/Male/Other/Do not want to disclose
- 28. I am: International Master's student/International exchange student/Swedish student at the Master's level/Swedish student at the Bachelor level/Other type of student/Do not want to disclose

*Included in a slightly shorter version with 17 statements.

In the electronic versions of the questionnaire, the statements are presented in the following order: {7, 1, 18, 2, 9, 5, 15, 4, 20, 10, 12, 16, 13, 21, 6, 19, 8, 11, 22, 17, 3, 14}.

Factors from the literature that LEQ intends to examine

We tend to learn most effectively (in ways that make a sustained, substantial, and positive influence on the way we think, act or feel) when:

1. We are trying to answer questions, solve problems or acquire skills that we find interesting, intriguing or important (stimulating tasks and exploration: 1, 2)*;
2. We can speculate, try out ideas (intellectually or practically) and learn from experience, even before we know much about the subject (exploration: 3);
3. We are able to do so in a challenging yet supportive environment (challenge and support: 4, 22);
4. We feel that we are part of a community and believe that other people have faith in our ability to learn (belonging: 5, 6);
5. We understand the meaning of the learning objectives, how the environment is organized and what is expected of us (clarity: 7, 8);
6. We have sufficient background knowledge to manage the present learning situation (understanding: 9, 10);
7. We can learn inductively by moving from specific examples and experiences to general principles, rather than the other way around (understanding: 11);
8. We are challenged to develop a proper understanding of key concepts and successively create a coherent whole of the content (understanding and reflection: 12, 18);
9. We believe that the work we are expected to do will help us to reach the learning objectives (constructive alignment: 13, 14);
10. We can try, fail, and receive feedback in advance of and separate from any summative judgment of our efforts (feedback and security: 15, 16);
11. We believe that our work will be considered fairly and honestly (security: 17);
12. We have sufficient time to learn and devote the time necessary to do so (own effort and time to reflect: 0, 18);
13. We believe that we are in control of our own learning, not manipulated (variation and choices: 19, 20);
14. We can work collaboratively with other learners struggling with the same problems (collaboration: 21);

*The information within parentheses refers to different aspects of the learning environment and the numbering of the corresponding statements in LEQ.

Literature

Bain, K. (2004). *What the Best College Teachers Do* (Chapter 5, pp. 98-134). Cambridge: Harvard University Press (see also <http://www.bestteachersinstitute.org> - accessed 2014-05-22).

Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University* (Chapter 6, pp. 95-110). Maidenhead: McGraw Hill.

Elmgren, M. & Henriksson, A-S. (2014). *Academic Teaching* (Chapter 3, pp. 57-72). Lund: Studentlitteratur.

Kember, K. & McNaught, C. (2007). *Enhancing University Teaching: Lessons from Research into Award-Winning Teachers* (Chapter 5, pp. 31-40). Abingdon: Routledge.

Ramsden, P. (2003). *Learning to Teach in Higher Education* (Chapter 6, pp. 84-105). New York: RoutledgeFalmer.